CHAPTER 5: PRINCIPAL AND TEACHER REACTIONS

Introduction

As in previous years of the evaluation, principals and teachers within a sample of schools completed surveys to report current experiences, impressions, and expectations regarding the CAHSEE exam. To the maximum extent possible, survey items were retained intact from previous years to facilitate comparisons over time.

In order to identify trends over time, HumRRO established a longitudinal sampling base. We selected this representative sample of 92 high schools from 27 districts to be surveyed each spring. We collected Year 1 data from this sample in spring 2000, Year 2 data in spring 2001, and Year 3 data in spring 2002. Two surveys were administered to capture Year 3 data: one for principals and another for teachers in the same schools. The principal survey requested information about issues such as familiarity with, planning for, and expected impact of the CAHSEE. The teacher survey emphasized classroom practices as well as issues regarding familiarity with, planning for, and the predicted impact of the CAHSEE. Both principal and teacher surveys contained several open-ended questions to allow respondents to clarify their responses and to inform HumRRO of any additional information they felt was worth sharing.

Survey Development

The following are the main questions addressed in these surveys:

1. What is the extent and type of current preparation for the CAHSEE?
2. What degree of familiarity do schools currently have with the CAHSEE?
3. How familiar are schools with the California Content Standards?
4. How familiar are schools with the CAHSEE score report?
5. What activities have schools undertaken to prepare students for the first administration of the CAHSEE?
6. How do schools anticipate addressing those students who are unsuccessful on the CAHSEE?
7. What are schools' predictions for first administration pass rates?
8. What are schools' predictions for the impact of the CAHSEE?
9. What are schools' predictions for influence of the CAHSEE on instructional practices?
10. What are schools' estimates of the percentage of students, by various student subgroups, who have had instruction in each of the content standards?
11. What were school personnel's reactions to student performance on the spring 2001 CAHSEE?

12. In what courses are the standards being taught, at what level are they being taught, and to whom are they being taught?

To the extent possible, survey items on the spring 2002 surveys were identical to those on the spring 2000 and 2001 surveys. This matching served to maximize comparability across years, so that trends could be inferred. However, some items were improved in response to earlier feedback. Where questions have been revised substantially, the changes are noted.

Sampling and Administration

The goal for the sampling plan was to select districts for inclusion in the CAHSEE evaluation data collection efforts that would be as representative as possible. A complete description of the sampling procedure is presented in Wise et al. (2000a). In short, a representative sample of 27 districts was selected in spring 2000 for intensive study over the course of the CAHSEE evaluation. Replacements were identified for each district in case the targeted district could not participate. In each original and replacement district, we selected 1–15 high schools, depending on district size, to create a representative sample of 92 schools. Where possible, we identified replacements for each selected school. In small districts containing only one or two high schools, all schools were in the original sample. Sampling ratios were established so that each school would represent approximately the same number of 10th grade students. In this way simple averages across the schools in the sample would provide estimates for all 10th grade students in the state.

We surveyed the principals and teachers of these schools in spring 2000; results are reported in Wise et al. (2000a). Schools from all but three districts participated at that time. In spring 2001, all of the previously participating districts as well as two of the previously nonparticipating districts indicated a willingness to participate. One nonparticipating district was replaced (Wise et al., 2001). One district declined to participate in the spring 2002 survey, and we identified and contacted a replacement district. Details of the three participating schools were not confirmed in sufficient time to allow teachers and the principal to complete the surveys.

The respondent sample for the principal and teacher surveys comprised 26 districts. Principal and teacher survey packets were shipped in mid-March 2002 to 88 schools to the attention of the principal or point of contact (POC). The packets included the following:

- Cover letter and instructions to principal
- One principal survey
- Cover letter and instructions to teachers
- Four teacher surveys—two labeled for English-language arts (ELA) and two labeled for mathematics
- One school site testing coordinator survey
- Instructions and packaging for returning evaluation materials

We asked principals to complete their questionnaires or to designate someone to do so. We also asked them to identify one or two teachers of Algebra 1, or other appropriate mathematics course, and one or two 9th or 10th grade ELA teachers to complete the teacher surveys (if faculty size was sufficient). Each survey was contained in a sealable envelope to

be returned to the principal for shipment to HumRRO. The cover letters to both the principal and the teachers encouraged respondents to contact a HumRRO project member if they had questions or concerns. A copy of each survey instruments is included in Appendix B.

We requested that evaluation materials be returned by April 24. Schools planning May administrations were asked to delay completion of the school site testing coordinator survey until testing was complete. In late April we initiated follow-up telephone calls to schools that had not responded, to encourage completion of their evaluation materials.

Findings

Forty-seven high school principals and 159 teachers representing 50 schools across 23 districts completed surveys. Results are reported in the following areas:

- Background
- Knowledge
- Preparation
- Future plans
- Expectations
- Examination results to date
- Standards taught
- Other

Results are reported in two ways. Principal and teacher responses to the spring 2002 survey are summarized. In addition, as appropriate, these responses are compared to responses to a comparable question on the spring 2000 and 2001 surveys; this provides information regarding trends and stability of responses over time. Note that these comparisons are presented at a summary level; that is, changes in responses from individual schools or districts are not presented.

Of the 88 targeted schools that received the spring 2002 principal and teacher surveys, 47 (53 percent of the original sample, from across 23 of the 26 districts [88 percent]) returned principal surveys. The remaining schools in the sample were unable to complete the surveys due to heavy staff demands at the end of the school year. One or more teacher surveys were received from 50 schools (57 percent).

Background

Principals indicated that they have held principal or other school-level administration positions for 1–33 years, with a mean of 12 years. They reported 0–29 years of teaching experience, 1–25 years in their present schools, and 6–44 years of working in public schools.

Teachers were asked to provide demographic information. Five percent reported having only a bachelor's degree; most respondents reported education beyond a bachelor's degree (42 percent some graduate school, 42 percent master's degrees, 3 percent doctoral degrees); 43 percent indicated that the primary subject area they taught was English or language arts and 48 percent specified mathematics as their primary subject area. Ninety percent indicated

that they are certified in their primary subject area. Both ELA and math teachers reported a mean of 13.8 years of teaching experience.

Principals were asked to provide background information on their schools. Eighty-five percent indicated that their school taught grades 9–12; 4 percent, grades 10–12; 9 percent indicated "other" combination of grades taught; and 2 percent did not respond. The current number of teachers on staff ranged from 1 to 178, with a mean of 69 (SD = 52). Principals reported that the percentage of teachers with advanced degrees ranged from 0 percent to 100 percent (median = 41 percent). Principals also reported that 0–100 percent of their teachers were certified in the subject they are teaching (median = 90 percent). The majority of principals (77 percent) reported counselor-student ratios greater than 300:1, 6 percent indicated 201–300:1, 4 percent indicated 101–200:1, 2 percent indicated 50–100:1, 6 percent indicated lower than 50:1, and 4 percent did not respond. Eighty-five percent of the responding schools currently have a testing coordinator; this was a substantial increase over 69 percent of respondents to the 2001 survey. They reported, on average, a graduation rate of 75 percent (SD = 27), with rates varying by racial/ethnic group. Mean estimated mobility rate of seniors was 25 percent (SD = 26).

The survey asked principals to describe the academic atmosphere at their schools. Almost half of the 39 comments indicated a "good/forward moving/progressing" academic atmosphere, and a third described their academic atmosphere as "challenging/rigorous."

Principals also were asked to describe efforts across their schools to support the ELA and math teachers who must implement the CAHSEE standards. Half of the 37 comments noted an "improving level of support" or "professional development across the faculty." Nearly a third described the level of support as "good" or "positive."

The survey asked principals to indicate whether their schools offered various specialty education programs. Seventy-two percent offer remedial courses; 30 percent, magnet programs; 94 percent, special education; 68 percent, programs for English learners (EL); 15 percent, multicultural/diversity-based; 70 percent, Advanced Placement (AP); 4 percent, International Baccalaureate; 43 percent, school/community/business partnerships; 32 percent, targeted tutoring; and 19 percent, other.

In 43 responses to a question about changes in student demographics or academic environment, the principals gave equal references (20 percent each) to added remedial or tutoring work, particularly in reading and math, and added AP courses. Added courses in English and math, added courses to meet state standards, and funding for new school-wide programs were each mentioned in 15 percent of the comments.

Principals were also asked to estimate the education level of their students' parents. Over three quarters of principals (79 percent) reported that fewer than 40 percent of parents held less than a high school diploma. No respondents indicated that more than half the parents were 4-year college graduates.

Teachers were asked to provide some information about their own classes; 23 percent of teachers reported that 100 percent of their students were fluent English speakers; 43 percent

indicated that 90–99 percent were fluent in English; 18 percent reported 75–89 percent; 8 percent reported 50–74 percent; and 3 percent indicated that less than 50 percent of their students were fluent English speakers. The average ELA class size was 22.6 students; the average math class had 24.6 students.

Teachers were asked to estimate the level of preparation of their students. Math teachers placed approximately a quarter in each category of "excellent," "fair," and "poor," and 14 percent as "good;" over 10 percent did not respond to this item. ELA teachers placed approximately 25 percent in the "fair," and "poor" categories; they rated 15 percent as "excellent" and 34 percent as" good."

The survey asked teachers to estimate the amount of time, on average, they believed students spend working on assignments in the subject they teach (as opposed to total homework time) outside the classroom each week. Six percent estimated none; 35 percent, less than 1 hour; 43 percent, 1 to 3 hours; and 16 percent estimated more than 3 hours. These estimates were slightly lower than estimates made in the spring 2001 survey.

Teachers were asked to estimate how often they plan for students to participate in specific types of activities. The activities rated most frequently (once or twice a week or almost every day) were:

- do work from textbooks (87 percent)
- do work from supplemental materials (85 percent)
- apply subject area knowledge to real-world situations (74 percent)
- write a few sentences (65 percent)
- work in pairs or small groups (72 percent)
- take quizzes or tests (61 percent)

These estimates were highly consistent with estimates provided a year earlier, although the estimate of working from supplemental materials increased 10 percentage points and the estimate of applying subject area knowledge to real-world situations increased 13 percentage points.

Knowledge

Principals and teachers were asked to report their familiarity with the CAHSEE and California Content Standards. Thirty percent of principals responded that they knew the plans for administering the CAHSEE, 63 percent indicated they knew what knowledge and skills are covered by the CAHSEE, and 7 percent indicated they had only general information about the examination. None of the principals indicated knowing nothing about the CAHSEE. Teachers reported more familiarity with the content of the exam but less familiarity with the administration plans than the principals: 14 percent said they knew the plans for administering CAHSEE and 58 percent knew what knowledge and skills the CAHSEE covers. Twenty-seven percent of teachers indicated they had only general information about the exam and 1 percent reported not knowing anything about the CAHSEE. In regard to the California Content Standards, 32 percent of the principals and 52 percent of teachers indicated they had general or essential information about the content

standards; 68 percent of principals and 47 percent of teachers indicated they were very knowledgeable about the content standards. No principal or teacher indicated that he or she knew nothing about the state content standards.

Principals and teachers were also asked to report their familiarity with the CAHSEE score report. Forty percent of principals and 28 percent of teachers indicated they had sufficient information about the report; 6 percent of principals and 29 percent of teachers indicated no familiarity.

TABLE 5.1 Percentages of Principals and Teachers Familiar with CAHSEE, California Content Standards, and CAHSEE Score Reports

	Principals			Teachers		
Familiarity	2000	2001	2002	2000	2001	2002
CAHSEE Exam						
Familiar with knowledge and skills	N/A	N/A	63	N/A	N/A	58
Familiar with administration plans	N/A	N/A	30	N/A	N/A	14
Had general information	76	13	7	66	24	27
No familiarity	2	0	0	11	1	1
California Content Standards						
Very familiar/knowledgeable	67	71	68	65	61	47
Know essential information	N/A	N/A	N/A	N/A	N/A	46
Had general information	31	29	32	29	39	6
No familiarity	0	0	0	3	0	0
CAHSEE Score Report						
Very familiar/knowledgeable	N/A	16	N/A	N/A	4	6
Know enough	N/A	N/A	40	N/A	N/A	22
Had general information	N/A	52	53	N/A	48	44
No familiarity	N/A	32	6	N/A	48	29

Note: N/A indicates that this survey question was not asked or was asked in a way that cannot be compared directly to the 2002 questions.

Table 5.1 contains a comparison of familiarity with CAHSEE and California Content Standards data, as well as the CAHSEE score report, from this year to last year.

Respondents were asked to identify the source(s) of their information regarding the CAHSEE. Most principals indicated that their information came through official channels. Principals reported receiving information from: their district (92 percent), the state (96 percent), professional associations (49 percent), education organizations (57 percent), newspapers (45 percent), CDE website (60 percent), computer-based sources (6 percent), and other (13 percent). When asked which of these sources were the three most important in their CAHSEE preparation, most principals identified state-provided information (74 percent), district-provided information (92 percent), and the CDE website (32 percent).

Teachers reported that their information came from: school-provided information (94 percent), district-provided information (82 percent), newspapers (53 percent), state-provided information (70 percent), professional associations (44 percent), education organizations (44 percent), computer-based sources (36 percent), and other (5 percent). When asked which of these sources were the three most important in their CAHSEE preparation, most teachers identified school-provided information (69 percent), district-provided information (61 percent), and state-provided information (57 percent).

Principals were asked to rate various aspects of CAHSEE information provided by the state for dissemination to the schools. Table 5.2 depicts the responses. Although most respondents were satisfied with the sufficiency and usefulness of the information, nearly a third (30 percent) of respondents indicated the information was provided too late for their needs.

TABLE 5.2 Principals' Ratings of State-Provided CAHSEE Information

Rating	Percentage of Principals
Sufficiency of Information	
More than adequate	34
Adequate	60
Less than adequate	6
Usefulness of Information	
Very useful	32
Useful	59
Not very useful	9
Timeliness of Information	
Ahead of our needs	11
On time for our needs	59
Too late for our needs	30

Principals were also asked to estimate how aware their students and parents were of the CAHSEE. Four percent estimated that their students knew nothing about the exam, 60 percent estimated their students had at least general information, and a substantial proportion of respondents estimated their students had specific knowledge of the exam (e.g., 51 percent reported the students knew what knowledge and skills are covered, and 67 percent indicated they knew the time of year when the exam is given, and/or which students have the opportunity to take the exam). Four percent of principals estimated that their students' parents knew nothing about the exam, 89 percent estimated their students' parents had at least general information, and an additional 17–63 percent estimated their students' parents had advanced knowledge of the exam (e.g., 17 percent reported that parents knew what knowledge and skills are covered, 63 percent indicated they knew the time of year when the exam is given, and 54 percent believe parents know which students have the opportunity to take the exam). Principals' ratings of student and parent familiarity with CAHSEE increased from prior years. See Table 5.3 for comparison of these data between this year and the previous year. This year, principals were asked to estimate the percentage of students and

parents in their school who know what knowledge and skills are covered by the exam. The mean estimate of student familiarity was 41 percent (SD = 24.25); the mean estimate of parent familiarity was 29 percent (SD = 26.37).

TABLE 5.3 Principals' Responses to Estimated Percentage of Students and Parents Familiar with CAHSEE

	2001		2002	
Familiarity	Students	Parents	Students	Parents
They know which students have the opportunity to take the exam.	49	18	67	54
They know the time of year when the exam is given.	38	38	67	63
They know what knowledge and skills are covered by the exam.	33	18	51	17
Have general information only	67	78	60	89
No familiarity	2	7	4	4

Note: Respondents could select multiple responses, thus the columns total more than 100 percent.

Preparation Thus Far

The spring 2001 survey asked about preparation that has already been initiated. One precursor to a successful program is to align school curricula with the state content standards to ensure that students are being taught what will be tested. Thus respondents were queried about alignment with state content standards. Table 5.4 presents comparison data of responses given in 2000, 2001, and 2002 regarding preparations made to align curricula with the California Content Standards. In short, a larger percentage of principals reported efforts to align with state content standards in 2002 than in 2001.

Principals were asked to compare their district standards and the state content standards. Table 5.5 presents comparison data on the similarity between district and state standards across the three survey years. Responses were largely consistent over the past two years, with more than two thirds of respondents indicating their districts had adopted the California Content Standards. There was a drop in the percentage of principals reporting that their districts' standards subsume the state standards. Two percent continue to report that their districts have no official set of standards. A small percentage of principals indicated they could not judge the status of ELA standards (4 percent) and mathematics standards (2 percent).

TABLE 5.4 Principals' Reported Percentages of Preparations for Alignment with California Content Standards

Preparation	2000	2001	2002
Districts/schools encourage the use of content standards	100	91	96
Textbooks align well with content standards	74	56	81
In process of aligning curriculum with standards	81	56	74
Adopted algebra as a graduation requirement	N/A	N/A	74
In process of aligning curriculum across grade levels	N/A	N/A	72
Assigning teachers only in their certified field	N/A	N/A	49
Cover all content standards with a mix of textbooks and supplemental materials	38	44	47
Have plans to ensure all high school students receive instruction in each of the content standards	52	40	45
Hiring only teachers certified in their field	N/A	N/A	43
Have plans to ensure that all pre-high school students are prepared to receive instruction in each of the content standards	N/A	N/A	30

TABLE 5.5 Percentage of Principals Reporting Similarity between District and State Standards

	2000	2001		2002	
Similarity between standards		ELA	Math	ELA	Math
District adopted state standards	69	67	71	72	74
District standards include more than state standards	19	29	22	17	15
State standards include more than district standards	7	2	5	2	2
Two sets of standards are different	N/A	N/A	N/A	2	4
District has no official set of standards	0	2	2	2	2
I cannot judge	N/A	N/A	N/A	4	2

Along similar lines, teachers were asked at what level their school's current curriculum covers the standards tested by the CAHSEE. Tables 5.6a and 5.6b provide further information on this item for ELA and mathematics, respectively. The majority of the teachers indicated that almost all of the standards are covered by their school's curriculum. The responses indicated that mathematics coverage was more complete than that of ELA.

TABLE 5.6a Percentage of Teachers Indicating Coverage of ELA Standards by Curriculum

Coverage of Standards	2001	2002
Almost all	60	54
About ¾	20	28
About ¼–½	11	13
Less than ¼	6	4
No knowledge of standards	3	1

TABLE 5.6b Percentage of Teachers Indicating Coverage of Mathematics Standards by Curriculum

Coverage of Standards	2001	2002
Almost all	57	72
About ¾	14	17
About ¼–½	16	9
Less than ¼	5	3
No knowledge of standards	8	0

In the open-ended remarks about specific changes made to instructional practices, the most common response was “test taking practice” and “use of sample items” (ELA= 39 percent; math=30 percent). About 45 percent of ELA teachers said they increased work in specific areas such as reading, comprehension, writing, essay practice, vocabulary, grammar, language mechanics, and nonfiction texts. Nearly 37 percent of math teachers said they focused on the standards, “altered the order of topics,” and provided remediation.

When teachers were asked what plans their school or district had to increase coverage of the California Content Standards, a majority (64 percent of ELA and 51 percent of mathematics teachers) indicated they were aware of in-service training to modify instructional practices. Fifty-three percent of ELA teachers indicated plans to involve teachers of other subjects to ensure coverage of the ELA content standards and 31 percent cited a committee initiative to recommend modifying the curriculum. Thirteen percent of ELA teachers and 30 percent of mathematics teachers indicated that there were no plans to increase coverage of the standards because the standards were already fully covered. Table 5.7 lists the patterns of responses in both the 2001 and 2002 surveys.

TABLE 5.7 School or District Plans to Increase Coverage of California Content Standards, According to Teachers (in percentages)

School Plans to Increase Coverage of Content Standards	ELA		Mathematics	
	2001	2002	2001	2002
Involve teachers of other subjects	N/A	53	N/A	24
Committee initiative to recommend modifying curriculum	30	31	25	24
In-service training to modify instructional practices	50	64	43	51
Recommend changing graduation requirements	5	10	30	20
None—standards already fully covered	18	13	28	30
Other	18	23	28	17
Hire more Algebra teachers	N/A	N/A	10	11

Respondents were asked how much time they personally spent during the 2001–2002 school year in activities related to the CAHSEE (e.g., meetings, discussions, curriculum review, professional development). Most principals reported spending 6–15 hours (47 percent) or 16–35 hours (21 percent). Eight percent reported fewer than 6 hours; 23 percent, more than 35 hours, and 0 percent, none. Most teachers reported fewer hours than principals: 6 percent, none; 26 percent, fewer than 6 hours; 19 percent, 6–15 hours; 23 percent, 16–35 hours; and 21 percent, more than 35 hours. Table 5.8 indicates the estimated number of hours teachers spent on classroom instruction time and other activities related to the CAHSEE.

TABLE 5.8 Teacher Estimates of Time Spent on CAHSEE Activities (in percentages)

Activity	None	Fewer than 6 Hours	6–15 Hours	16–35 Hours	More than 35 Hours
Total 2001–2002 classroom instruction time spent on activities they would not have engaged in if it weren't for the CAHSEE (e.g., unit or course review)	28	35	25	6	2
Time spent on activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development	2	40	31	13	8

Teachers were asked to rate the quality of CAHSEE-related professional development they have received this year from local and state sources. Table 5.9 indicates that local professional development activities were more highly rated than those provided by the state.

TABLE 5.9 Percentage of Teachers Rating Quality of Professional Development Experiences

Quality of Professional Development You Have Received	From Local Sources	From State Sources
Excellent	6	2
Good	35	15
Fair	35	36
Poor	16	38
No response	9	9

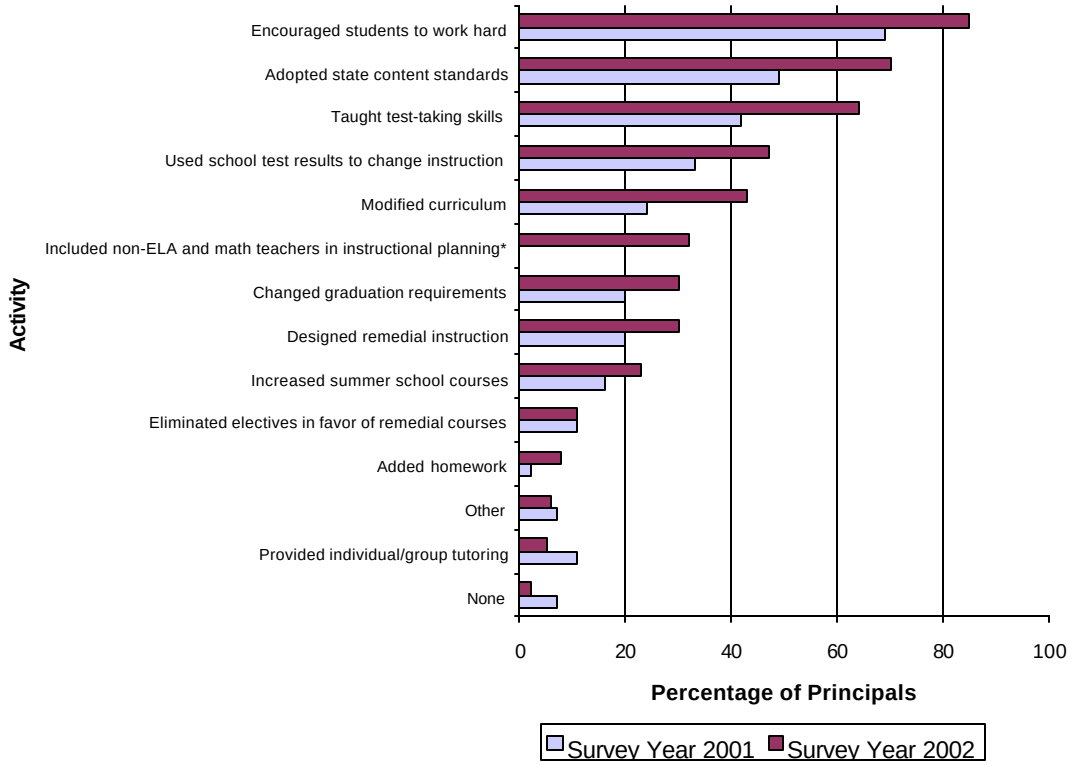
Respondents were asked to identify the specific activities they had undertaken to prepare students for the spring 2002 administration of the CAHSEE. Most principals reported initiating some activities; only 2 percent, as compared to 7 percent last year, indicated that they have implemented none. Figure 5.1a indicates the percentage of principals who reported implementing each activity, in descending order of endorsement; Figure 5.1b indicates teachers' responses.

Principals also identified the three activities they consider the most important in CAHSEE preparation. Forty-three percent indicated the adoption of state content standards was among the top three; 40 percent identified encouraging students to work hard and prepare, and 30 percent selected using school test results to change instruction. Teachers were asked to indicate the three most important and three least important activities. Most important activities, according to teacher ratings, were teaching test-taking skills (41 percent), encouraging students to work hard and prepare (31 percent), and increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE (28 percent). Least important activities, according to teachers, were talking with students (25 percent), encouraging students to work hard and prepare (14 percent), added homework (13 percent), and working with feeder school teachers (13 percent). Note that this last activity might have been considered ineffective for students in the class of 2004 because their feeder school experiences were already behind them.

Principals were also asked to indicate the types of activities their school undertook to prepare faculty/staff for the spring 2001 administration of the CAHSEE. Table 5.10 indicates that responses were largely consistent with responses a year prior. Fewer principals reported no special preparation (4 percent versus 9 percent in 2001); a larger percentage reported providing test-taking strategies (60 percent in 2002 versus 42 percent in 2001).

TABLE 5.10 Percentage of Principals Undertaking Activities to Prepare Faculty/Staff for CAHSEE Administration

Activities	Spring 2001 Administration	Spring 2002 Administration
Administrators participated in January/February test administration workshops	71	70
Provided test taking strategies	42	61
Delivered local workshops on test administration	58	48
Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion)	36	41
Other	7	8
No special preparation	9	4



*Note: Question not asked in 2001

Figure 5.1a. Percentage of principals reporting activities undertaken in preparation for the spring 2001 and 2002 administrations of the CAHSEE.

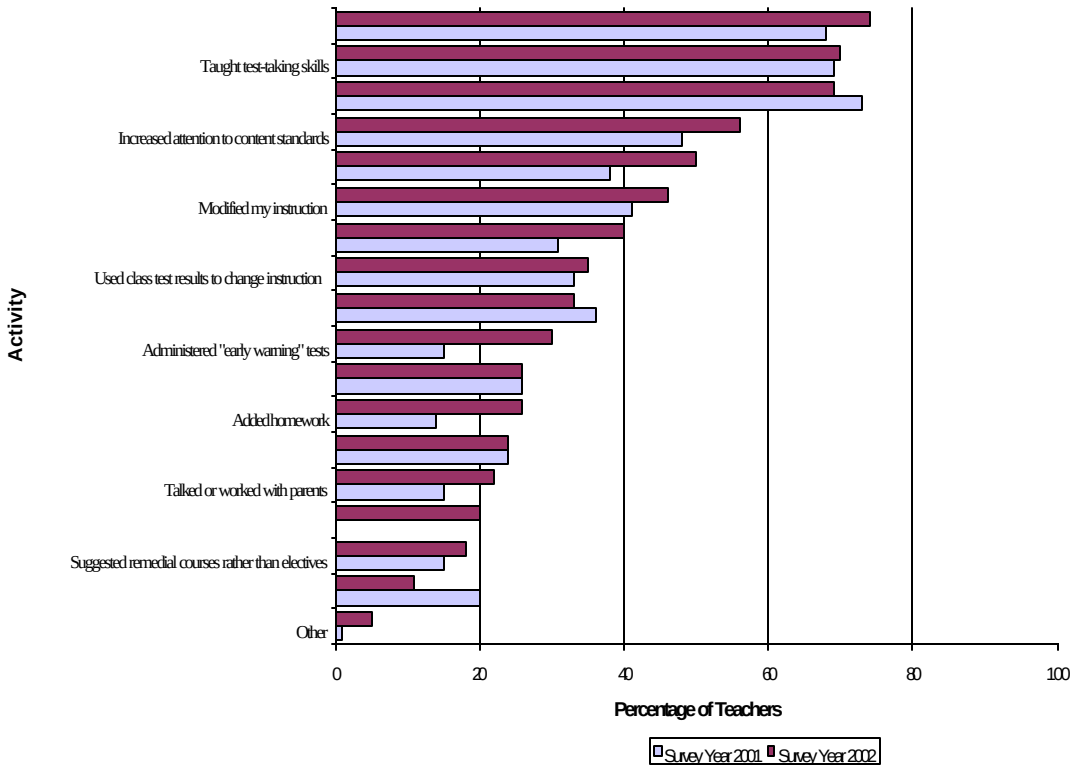


Figure 5.1b. Percentage of teachers reporting activities undertaken in preparation for the spring 2001 and 2002 administrations of the CAHSEE.

Future Plans

In addition to any preparatory steps taken thus far, the surveys inquired about future plans to deal with this new requirement. In particular, efforts to prepare teachers and others for the exam and remediation plans subsequent to the first exam administration were probed.

Principals were provided a list of possible remedial practices for students who do not pass the CAHSEE and asked which they planned to use. Of the 47 respondents, 25 (53 percent) did not respond to this series of survey items. One principal (2 percent) indicated no special plans to remediate students who do not pass the exam; this dropped from 7 percent in 2001. Table 5.11 lists the percentage of principals who indicated plans to implement each activity in 2001 and 2002. Figure 5.2 presents the same information for 2002 only, as a percentage of those responding. Activities are listed in descending order of endorsement; thus, those activities that all responding principals indicated plans to implement are listed first.

TABLE 5.11 Percentage of Principals Indicating Plans for Activities to Assist High School Students Who Do Not Pass the Exit Exam Or Who Do Not Seem Prepared to Take It

	2001	2002 [1]			
Activities	Planned	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
Increased high school remedial courses	1	33	24	33	10
Reduced high school electives in favor of remedial classes	16	74	16	5	5
Increased high school summer offerings	40	30	10	15	45
Provided individual/group tutoring	47	10	24	38	29
Added homework	4	58	21	10	10
Adopted California Content Standards	42	0	0	55	45
Altered high school curriculum	31	5	29	62	5
Included teachers other than ELA and math in instructional planning for the CAHSEE	N/A	0	42	42	16
Worked with feeder middle schools	40	30	10	55	5
Developed parent support program	22	25	50	25	0
Used school test results to change high school instruction	51	0	30	65	5
Evaluated high school students' abilities and placed them in courses/programs accordingly	44	14	19	43	23
Ensured that students are taking demanding courses from the beginning	36	10	20	50	20
Ensured we are offering demanding courses from the beginning	33	0	20	55	25

[1] Percentages of 2002 respondents are based on the 21/47 respondents who answered this series of questions.

Regarding plans or strategies to prepare for Individual Education Program (IEP) or Section 504 Plan changes to address students' participation in the CAHSEE, 20 percent of the principals' 48 comments said they would "follow state guidelines or district policy." Approximately equal numbers of comments (10 to 15 percent each) fell into five areas: "building CAHSEE accommodations into IEP-504 process," "have a plan to start working with special education teachers," conducting staff development to ensure understudying of

IEP-504 process," "counselor or coordinator has been assigned to facilitate the process," and "have no plan or have not addressed."

A similar question asked principals about plans or strategies to help English learners overcome language barriers in order to succeed in meeting the requirements of the CAHSEE. A third of the 47 principals' comments indicated using special academic work, programs, tutoring, or summer school to help meet the need. Twenty percent stated that they have "no or few EL students," and no need for a plan.

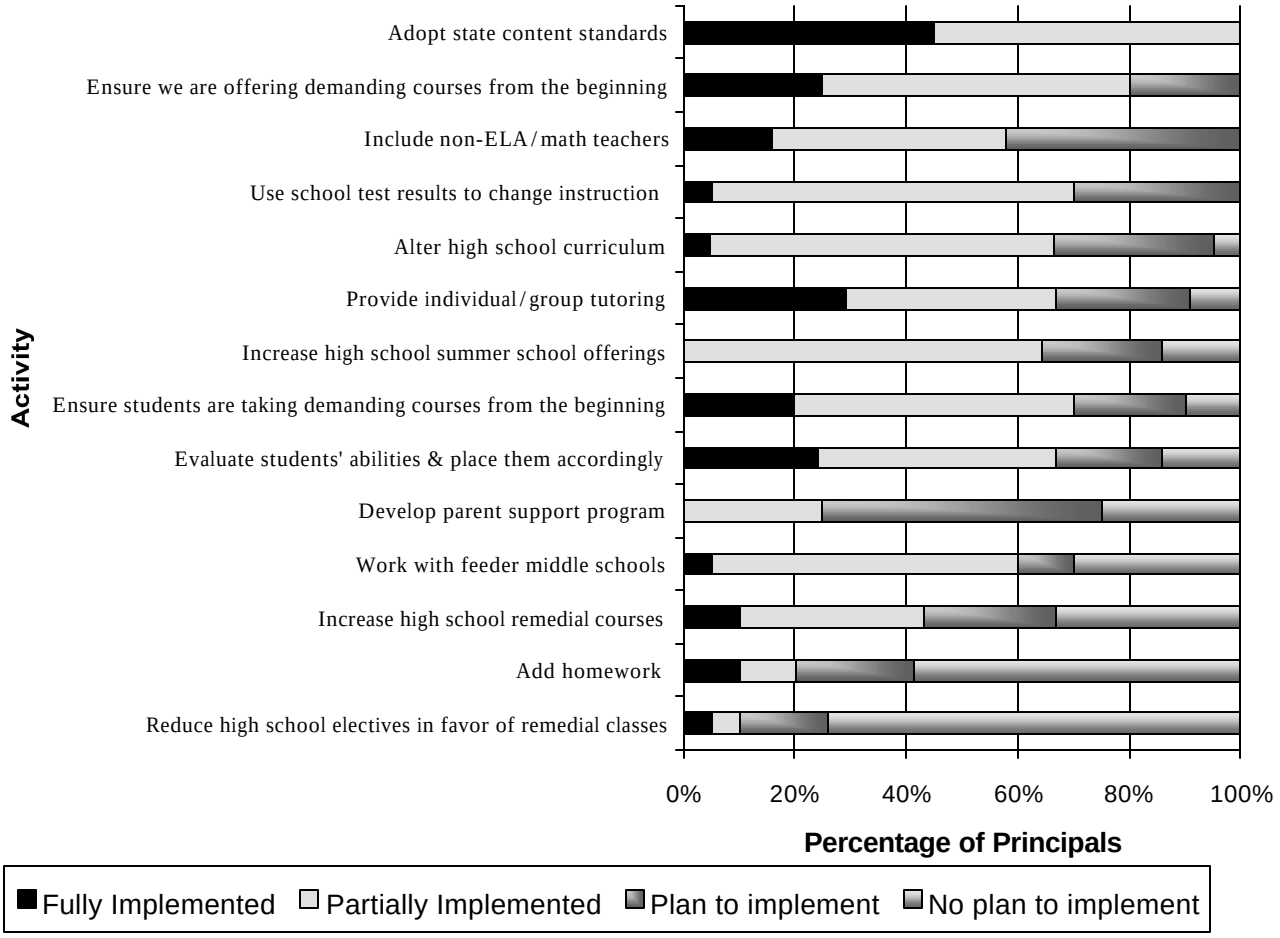


Figure 5.2. Percentage of principals in 2002 reporting plans for remediation of students who do not pass the CAHSEE.

Principals and teachers were asked for their reactions to student performance on the Spring 2001 CAHSEE. Half of the principals' comments were on isolated topics, but the other half split primarily between indicating that their schools "took the test seriously/put forth excellent effort/were very focused" and mentioning the challenges with certain student populations, e.g., at-risk, EL, college prep, and low reading ability in relation to their results. The teachers' comments also were disparate, but several ELA teachers noted that the "grading on the essay was too easy." Several math teachers said the "students thought the test was voluntary" and that they were "unaware of the test's significance."

In commenting on the individual and group score reports, a third of the 34 comments described the reports as "clear/understandable/user-friendly/well done/useful." A quarter said they were "okay/fine/helpful." Another quarter said the "turnaround time is too long."

Expectations

Several survey questions queried the respondent's expectations for the exam: anticipated pass rates, impact of the exam on student motivation and parental involvement, and so on.

Principals were asked to estimate the percentage of students who would meet the ELA and mathematics standards assessed by the CAHSEE by the end of 10th grade. As Table 5.12 indicates, although fewer principals were optimistic that over 95 percent of their students would pass the exam (4 percent in 2001 versus 0 percent in 2002), in general estimates of success rates increased. Regarding the ELA portion of the exam, 32 percent of principals predicted that fewer than 50 percent of students would pass; 36 percent predicted 50–74 percent of students would pass; 30 percent predicted 75–95 percent would pass; 0 percent predicted that more than 95 percent of students would pass; and 2 percent were unsure as to what percent of students would pass the ELA test. Responses were similar with respect to the mathematics test. Forty-five percent of principals predicted that fewer than 50 percent of students would pass the mathematics portion of the exam; 26 percent predicted 50–74 percent of students would pass; 28 percent predicted 75–95 percent would pass; 0 percent predicted that more than 95 percent of students would pass; and 2 percent were unsure as to what percent of students would pass the mathematics test.

TABLE 5.12 Principals' Estimated Percentages of Students Meeting ELA and Mathematics CAHSEE Standards

Percent Expected to Meet Standard	Percentage of Principals				
	2000	2001		2002	
	ELA/Mathematics	ELA	Math	ELA	Math
> 95%	5	4	4	0	0
75–95%	14	18	11	30	28
50–74%	29	29	36	36	26
< 50%	50	49	47	32	45
Unsure	—	0	2	2	2

In the open-ended remarks about specific challenges their schools and students face in successfully meeting the requirement of the CAHSEE, the 37 comments grouped into three areas:

1. Academic Issues (41 percent)—Inadequate preparation; working with special needs students
2. School/district/state-related Issues (35 percent)—Articulation/small school constraints/teacher motivation/scheduling/raising expectations/identifying interventions to help failing students/too much testing

3. Behavior Issues (24 percent)—Low student motivation/lack of parent support/high mobility/poor attendance

Regarding benefits to their schools and students associated with the requirement of the CAHSEE, almost a third of the 42 comments said it "helps focus instruction" and "provides for standards-based curriculum." Nearly 20 percent said it provides statewide, common standards for all California students." Approximately 15 percent each said it "raises academic achievement for all students" and "provides accountability."

Teachers rated 10th grade students' preparedness to pass the CAHSEE. Table 5.13 compares responses to this question over three years of teacher surveys. The 2000 survey was administered prior to any examination administration, so reflected the least-informed expectations. Comparison of teacher responses in 2001 and 2002 indicates a shift toward greater pessimism. In spring 2001, 33 percent of teachers estimated their students were not well prepared or were not at all prepared; by 2002 this had increased to 42 percent.

TABLE 5.13 Teachers' Ratings of Preparedness of Students in the 10th Grade (in percentages)

Preparedness	2000	2001	2002
Very well prepared	1	3	5
Well prepared	9	17	15
Prepared	30	47	38
Not well prepared	47	28	39
Not at all prepared	5	5	3

Principals and teachers were also asked to predict the impact of the CAHSEE on student motivation and parental involvement, under various circumstances: prior to the first administration of the exam, for students who pass, and for students who do not pass. Table 5.14 lists the percentage of respondents selecting each possible impact, for each of the three survey years. Figures 5.3a and 5.3b reflect the percentage of respondents who predicted "increased" or "strongly increased" impact. Response patterns are included for all three years of survey administration. In 2002, principals' estimates of motivation increased for all three student groups. Parental involvement was expected to increase prior to their children's first administration and for students who do not pass, but in 2002 the estimates of effect on parental involvement for students who pass were lower than in previous years.

TABLE 5.14 Principals' Predicted Impact of CAHSEE on Student Motivation and Parental Involvement (in percentages)

	Student Motivation			Parental Involvement		
Impact	2000	2001	2002	2000	2001	2002
Impact prior to first administration						
Strongly positive/Strongly increased	2	4	11	0	5	7
Positive/Increased	45	42	69	31	23	39
No effect	19	29	20	55	68	52
Negative/Decreased	17	20	0	7	3	8
Strongly negative/Strongly decreased	17	4	0	5	3	0
Impact for students who pass exam on first attempt						
Strongly positive/Strongly increased	12	7	7	12	5	2
Positive/Increased	50	50	54	33	37	24
No effect	33	32	36	50	56	74
Negative/Decreased	5	9	2	2	0	0
Strongly negative/Strongly decreased	0	2	0	2	2	0
Impact for students who do not pass exam on first attempt						
Strongly positive/Strongly increased	2	2	11	2	2	12
Positive/Increased	33	34	59	41	42	56
No effect	17	18	16	14	16	26
Negative/Decreased	36	34	11	36	30	7
Strongly negative/Strongly decreased	10	11	2	7	9	0

Note: Wording of response options was changed from Positive/Negative to Increased/Decreased in 2002 survey administration.

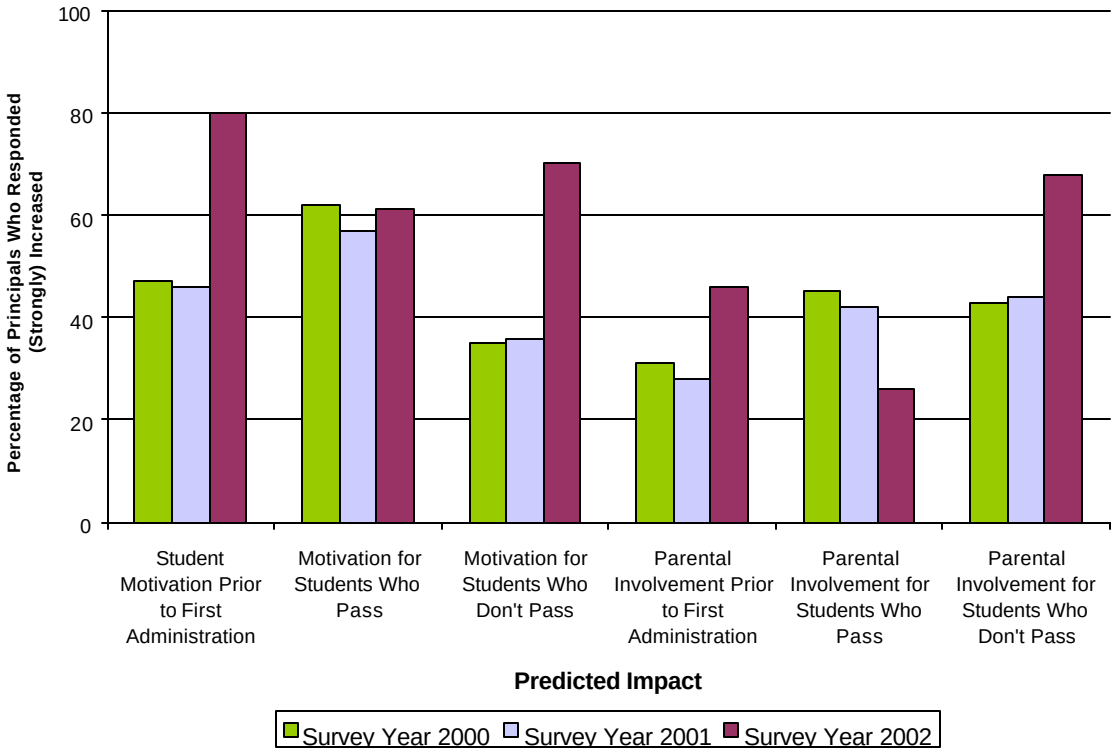


Figure 5.3a. Percentage of principals predicting increased or strongly increased student

motivation and parental involvement in 2000, 2001, and 2002.

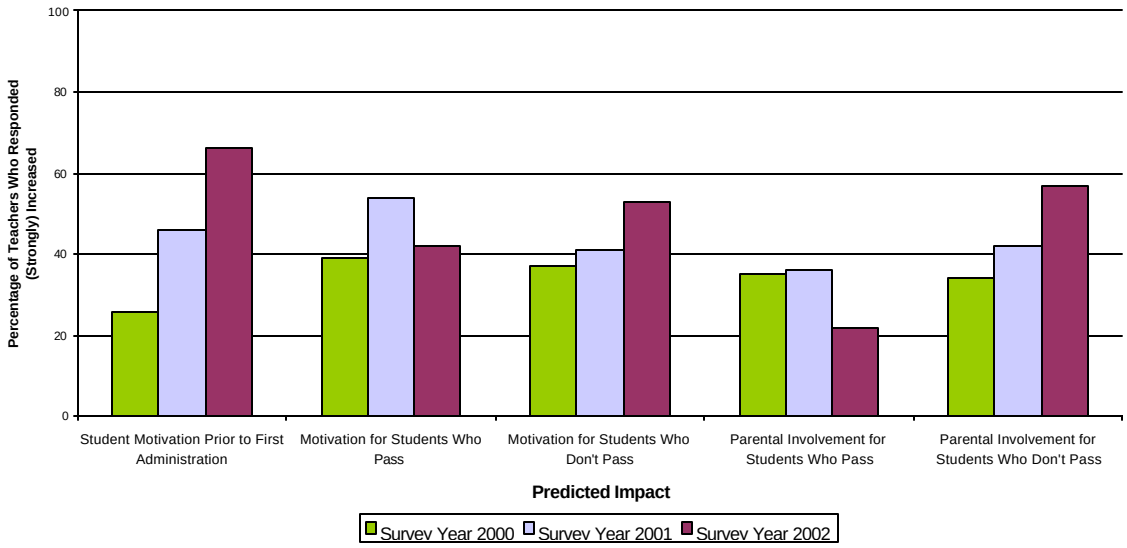


Figure 5.3b. Percentage of teachers predicting increased or strongly increased student motivation and parental involvement in 2000, 2001, and 2002.

Teachers' predictions were similar to those of principals (see Table 5.15), except that in 2002 teachers' estimates dropped for both student motivation and parental involvement for students who pass the exam.

Principals and teachers were also asked to predict the impact of the CAHSEE on student retention and dropout rates. Responses were somewhat negative overall. Table 5.16 provides detailed response patterns over the three survey years. Although principals' predictions of impact on student retention indicate a belief that retention rates will increase, estimates were considerably more positive in 2002 than in previous years. As shown in Figure 5.4a, in 2000 and 2001, 55 percent of principals predicted that implementing the CAHSEE would result in an increased (or strongly increased) retention rate; by 2002 this had dropped to only 35 percent of principals. Similarly, in 2001, 80 percent of principals predicted an increased (or strongly increased) student dropout rate; in 2002, 68 percent predicted this. Although two thirds is still a substantial fraction of principals, it is less than in previous years.

TABLE 5.15 Teachers' Predicted Impact of CAHSEE on Student Motivation and Parental Involvement (in percentages)

	Student Motivation			Parental Involvement		
Impact	2000	2001	2002	2000	2001	2002
Impact prior to first administration						
Strongly positive/Strongly increased	3	4	6	3	3	N/A
Positive/Increased	23	42	60	21	28	N/A
No effect	26	35	29	48	61	N/A
Negative/Decreased	32	16	3	13	7	N/A
Strongly negative/Strongly decreased	7	4	1	5	1	N/A
Impact for students who pass exam on first attempt						
Strongly positive/Strongly increased	11	5	4	6	4	3
Positive/Increased	28	49	38	29	32	19
No effect	38	39	54	49	64	75
Negative/Decreased	11	5	3	4	0	4
Strongly negative/Strongly decreased	3	0	1	4	0	0
Impact for students who do not pass exam on first attempt						
Strongly positive/Strongly increased	4	4	5	2	4	7
Positive/Increased	33	37	48	32	38	50
No effect	16	23	24	28	32	51
Negative/Decreased	30	28	21	21	19	1
Strongly negative/Strongly decreased	7	8	3	6	7	1

Note: Wording of response options was changed from Positive/Negative to Increased/Decreased in 2002 survey administration. Due to missing responses, some columns do not total to 100 percent.

The shift in teachers' perceptions was less optimistic. Table 5.16 and Figure 5.4b indicate that more teachers predicted increased student retention in 2002 than in 2001 (45 percent versus 32 percent), and a consistent expectation for dropout rates over the two years (58 percent versus 61 percent). Although teachers, overall, predict negative effects of the CAHSEE on student retention and dropout, there appears to be a positive shift in the expectations of principals that is not seen in teachers' responses.

TABLE 5.16 Principals' and Teachers' Predicted Impact of CAHSEE on Student Retention and Dropout Rates

	Principals					
	Student Retention			Student Dropout		
Impact	2000	2001	2002	2000	2001	2002
Strongly positive/Strongly decreased	2	2	0	2	5	0
Positive/Decreased	14	7	19	12	9	7
No effect	29	36	46	21	7	25
Negative/Increased	41	41	26	41	50	52
Strongly negative/Strongly increased	14	14	9	24	30	16
	Teachers					
Strongly positive/Strongly decreased	0	1	1	1	1	1
Positive/Decreased	11	14	14	9	11	4
No effect	20	53	40	20	26	37
Negative/Increased	44	27	41	44	43	46
Strongly negative/Strongly increased	12	5	4	14	18	12

Note. Some columns total less than 100 percent due to missing responses.

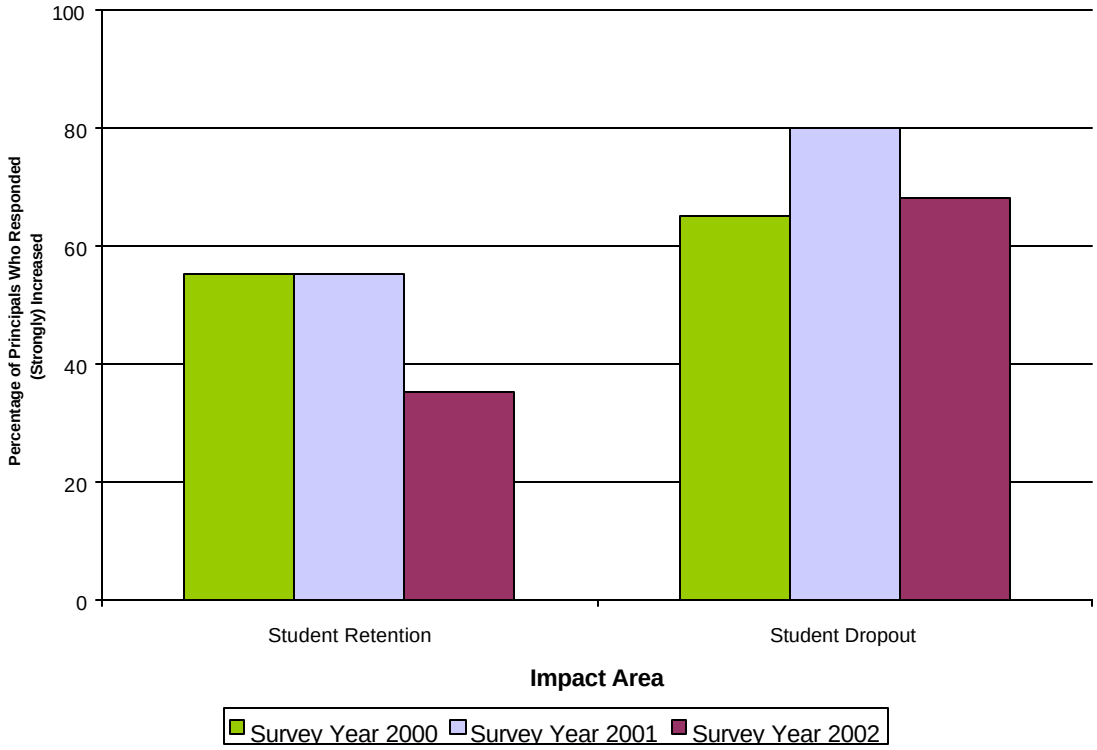


Figure 5.4a. Percentage of principals predicting increased or strongly increased student retention and dropout rates in 2000, 2001, and 2002.

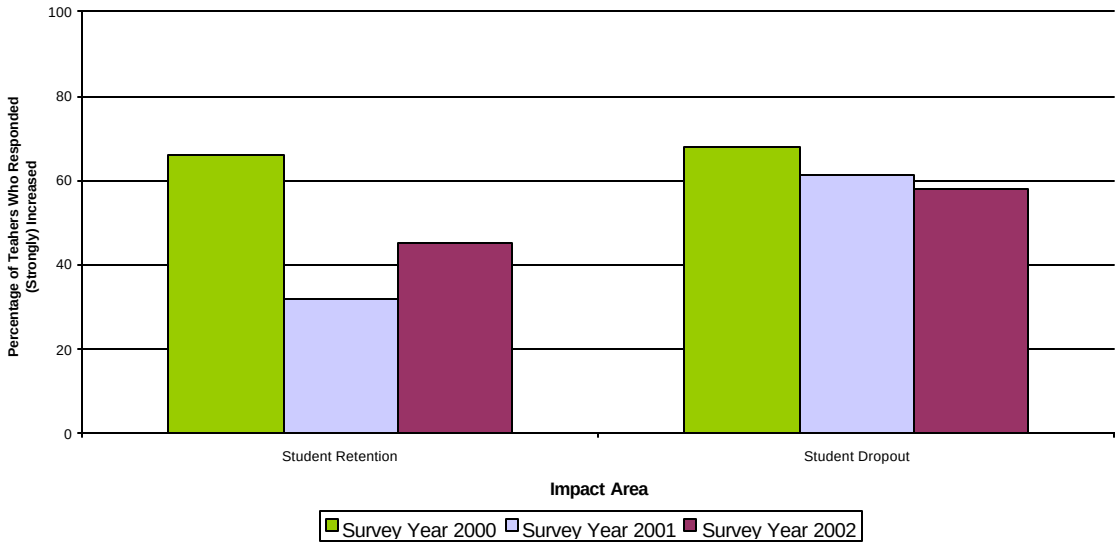
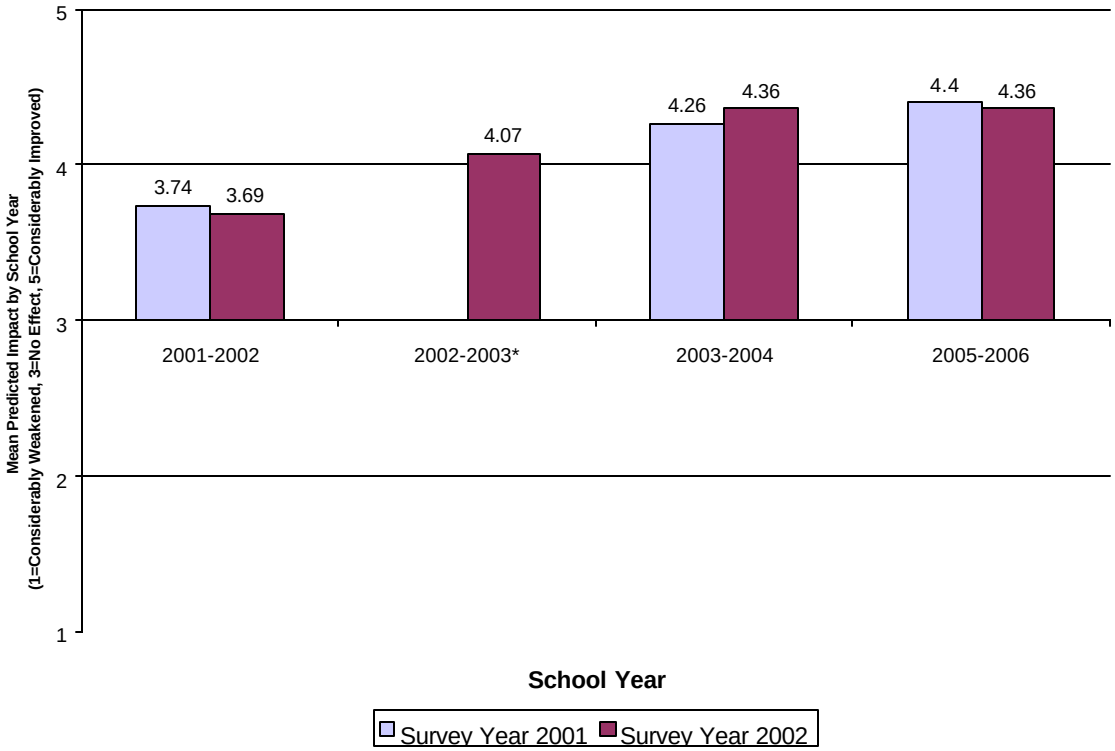


Figure 5.4b. Percentage of teachers predicting increased or strongly increased student retention and dropout rates in 2000, 2001, and 2002.

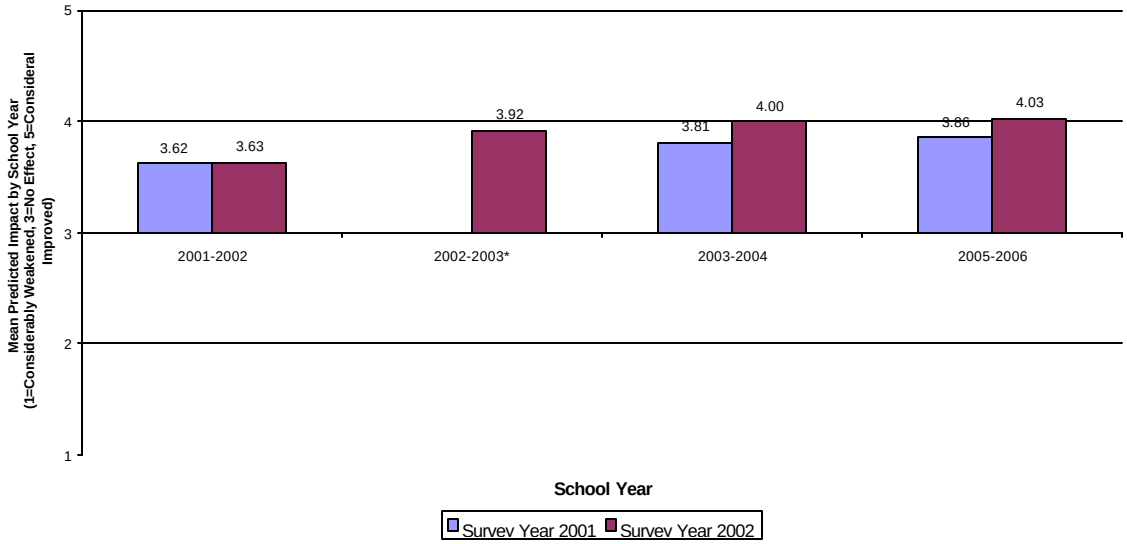
Principals were asked to predict, based on what they knew about their schools, the influence of the CAHSEE on classroom instructional practices over time. As was the case with responses to the 2001 survey, all respondents predicted that practices would be unaffected, improved, or strongly improved. No respondents indicated that practices would be weakened or strongly weakened. Figure 5.5a presents a summary of the mean ratings made by principals for each school year, when surveyed in 2001 and 2002. Note that the survey did not inquire about the effect on every school year, but rather identified a few years to rate. The pattern of survey responses in 2001 and 2002 were quite similar. On average, principals consistently predicted a positive impact, increasing over time.

Teachers were asked the same question about the influence of the CAHSEE on instructional practices for the 3 school years. A comparison of teachers' responses to this question last year and this year is presented in Table 5.17. Figure 5.5b presents a summary of the average ratings made by teachers for each school year, when surveyed in 2001 and 2002. The teachers' pattern of responses was similar to the principals, indicating that, on average, teachers expect the CAHSEE to have a positive impact on instruction and they generally expected that impact to grow increasingly positive over time. However, unlike the principals, some individual teachers did predict that the CAHSEE would weaken instruction.



*Note: Prediction for 2002-2003 not asked on 2001 survey; prediction for 2004-2005 not asked.

Figure 5.5a. Principals' prediction of influence of the CAHSEE on instructional practices over time.



*Note: Prediction for 2002-2003 not asked on 2001 survey; prediction for 2004-2005 not asked.

Figure 5.5b. Teachers' prediction of influence of the CAHSEE on instructional practices over time.

TABLE 5.17 Teachers' Predictions of Influence of CAHSEE on Instructional Practices Over Time (Percentages)

	2001				2002			
Effect	2001-2002	2002-2003	2003-2004	2005-2006	2001-2002	2002-2003	2003-2004	2005-2006
Considerably Improved	4	N/A	10	21	6	16	23	26
Improved	58	N/A	58	45	46	52	47	43
No effect	24	N/A	13	14	38	20	18	16
Weakened	4	N/A	4	1	1	2	2	2
Considerably Weakened	3	N/A	3	5	0	0	0	1

Note: Some columns total less than 100 percent due to missing responses. The 2001 survey did not ask for predictions for the 2002–2003 school year and neither survey asked for predictions for the 2004-2005 school year.

One of the concerns when implementing a new exam is whether there is a differential impact on various subgroup populations. We asked principals to estimate the percent of 10th grade students who have had instruction in the ELA and mathematics standards for the total student population, as well as for specific subgroups: students with disabilities, EL students, economically disadvantaged students, and minority students. Figures 5.6a and 5.6b present the results for ELA and mathematics, respectively. Each student subgroup is represented by a horizontal bar containing four segments. The leftmost segment indicates the percentage of principals who estimate that greater than 95 percent of their student population (within that demographic subgroup) have had instruction that covers the CAHSEE content standards; the next segment represents 75-95 percent; the next, 50-74 percent; and the rightmost segment indicates fewer than 50 percent. Principals estimate fewer students with disabilities and EL students to be prepared in ELA; and fewer students with disabilities and economically disadvantaged students to have had sufficient instruction in mathematics.

Comparisons between principals' 2001 and 2002 estimates of instruction received are presented in Table 5.18, by student groups. In general, principals were more optimistic in 2002 than in 2001.

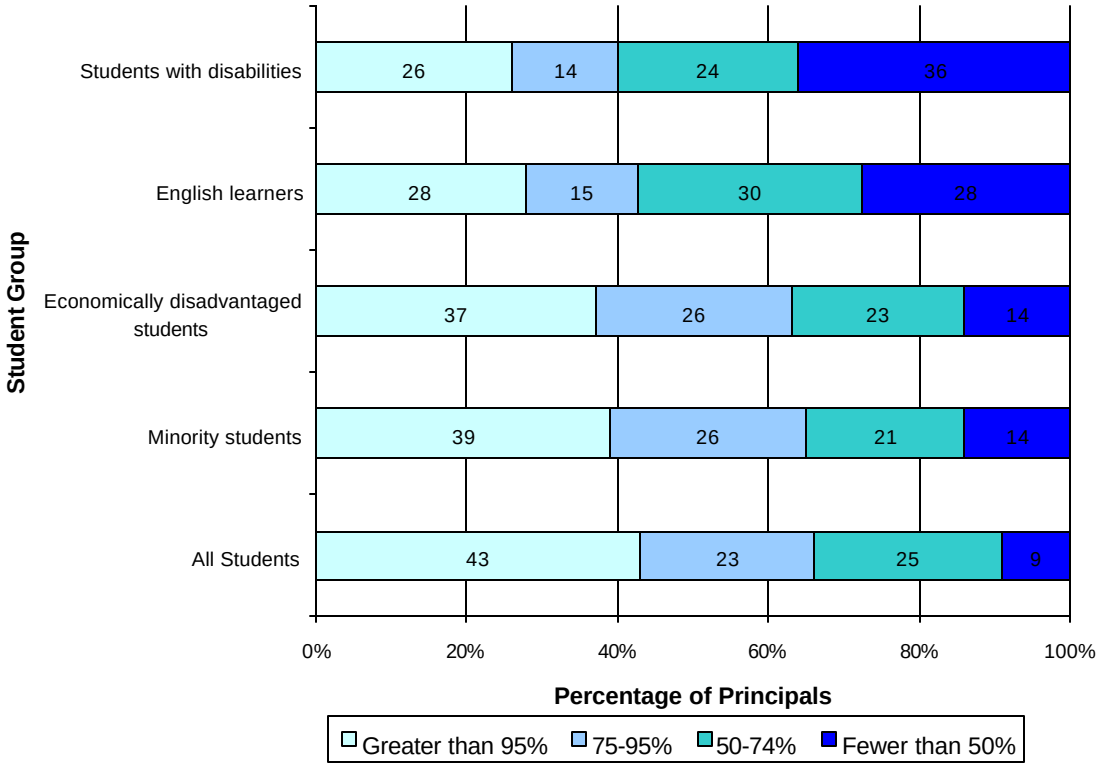


Figure 5.6a. Principals' estimates of the percentage of students who have had instruction in ELA content standards (ordered by least instruction).

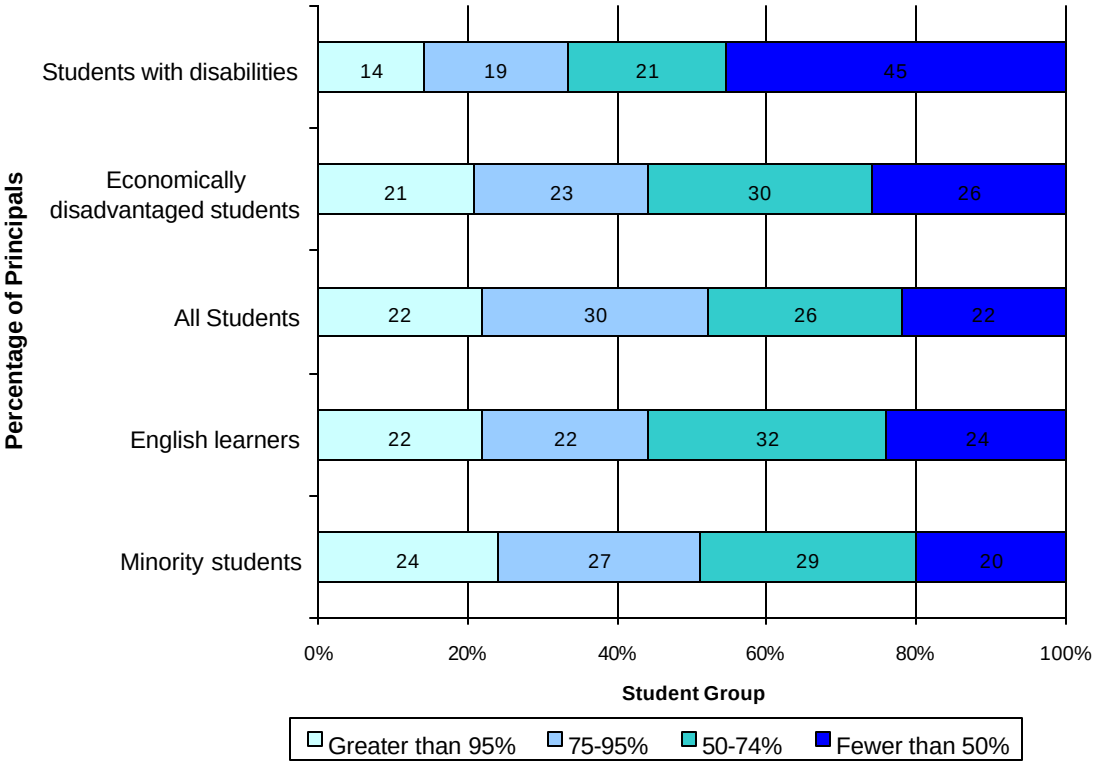


Figure 5.6b. Principals' estimates of the percentage of students who have had instruction in mathematics content standards (ordered by least instruction).

TABLE 5.18 Principals' 2001 and 2002 Estimates of the Percentage of Students with Instruction in Content Standards (in percentages)

	2001		2002	
Student Group	ELA	Math	ELA	Math
Economically disadvantaged students				
Greater than 95%	13	8	37	21
75–95 %	36	36	26	23
50–74 %	18	20	23	30
Fewer than 50%	33	36	14	26
English learners				
Greater than 95%	8	6	28	22
75–95%	18	29	15	22
50–74 %	18	15	30	32
Fewer than 50%	56	50	28	24
Minority students				
Greater than 95%	19	10	39	20
75–95%	36	41	26	29
50–74%	17	18	21	27
Fewer than 50%	28	31	14	24
Students with disabilities				
Greater than 95%	12	5	26	14
75–95%	22	23	14	19
50–74%	24	28	24	21
Fewer than 50%	42	44	36	45
All students				
Greater than 95%	16	9	43	22
75–95%	36	43	23	30
50–74%	27	17	25	26
Fewer than 50%	21	31	9	22

Examination Results To Date

For the first time in the 2002 survey, principals and teachers were asked to react to some of the test results thus far. Thirty-five percent of responding principals indicated their students performed better than expected on the spring 2001 CAHSEE; 62 percent reported

results were about what they expected; and 2 percent indicated results were worse than expected. Fewer teachers (23 percent) indicated students performed better than expected; 50 percent, about as expected; 7 percent, worse than expected; and 20 percent indicated they did not know.

Standards Taught

Teachers were asked to comment on the ELA or math content standards and opportunities for students to learn the content addressed by the standards. Forty-three ELA teachers and 27 math teachers provided lengthy and thoughtful comments that can be summarized as follows, with each followed by a sample comment:

Inhibiting Factors to Success— ELA=23 percent Math=30 percent

> "Some students are just not intrinsically motivated to learn, especially in their early years of high school. By the time they realize how important the content is that their teachers have been trying to teach them all these years, it is too late. We also have other factors in our district that have attributed to low overall test scores in the past. Such as, low socio-economic families, high levels of ELL, and non-English speaking students and families, and specific to our school—a high level of special education students. All of these factors could definitely contribute to our student's performance of the CAHSEE."

Standards-Based Instruction Positive— ELA=21 percent Math=33 percent

> "My school and district have worked a lot to integrate standards on all levels of English. We are showing some success as well. I think having standards is great. It pushes the student and teachers and contributes to receiving and giving a better education."

CAHSEE is Effective— ELA=12 percent Math=11 percent

> "I think having the CAHSEE is very effective. We will have more students who will graduate ready [for] college since they were tested in all the standards that need to be known in high school. Dropout kids' number will decrease. The challenges we are having are to make sure that these kids are well prepared for these tests. This can be done by having new classes in Math for remediation and preparation. Tutoring will help, too! I agree strongly with the CAHSEE. Students must be prepared to succeed in colleges and this is a way to do it."

ELA Curriculum a Problem— ELA=16 percent Math=11 percent

> "Several of these standards are not touched upon until the junior year of English: (3.12). The historical approach is covered during a student's junior year (senior year also). Junior year is American Literature. Freshmen and sophomores are made aware of historical significance; however, they do not ANALYZE, through writing, but the historical aspect is discussed. (1.5) The majority of students in grades 9 and 10 are not capable of "synthesizing" information from the multitude of sources required by this standard. This can be found most likely in 9th and 10th GATE. (2.4) This standard is also far too encompassing for a 9th or 10th grade student. These students can structure ideas and arguments, but most generally they cannot 'appeal to logic through reasoning' or 'address readers' concerns, counterclaims, biases and expectations.'"

Mathematics Curriculum a Problem— Math=15 percent

"…we must teach basic math skills and rarely get past understanding variables. Students come to us because they cannot do basic math and have dropped out of those classes and regular schools. We are dealing with standards for elementary grades. We offer and are prepared to teach HS standards but rarely have students who come prepared to succeed."

Suggestions to Help Teachers ELA=12 percent

"I would like to see more state sanctioned prep materials. Often you may teach material in one way and it is tested in another way. I would like to see more coordination between SAT-9 and CAHSEE. Many of the types of questions overlap but many do not. It can be difficult deciding where to focus one's efforts. I would like to see more classes offered (summer school, after school, Saturday) to students who have not passed the test."

Other

Principals were asked to rate the likelihood that specific factors would affect their students' success in meeting the requirements of CAHSEE. The results are presented in Table 5.19. Factors for which the majority of principals indicated "definitely a factor" included poor attendance and language barriers. Almost half of the principals endorsed "Too many tests to prepare for" as "definitely a factor." Comparison with 2001 ratings reveals that language barriers and the district's current level of standards have increased in salience over time.

TABLE 5.19 Percentage of Principals Indicating Factors Affecting Students Success on CAHSEE

	Definitely a Factor	
Factor	2001	2002
Poor attendance	67	61
Language barriers	39	50
Too many tests to prepare for	53	48
Lack of motivation	47	43
Lack of preparation needed to pass	48	42
District's current level of standards in math or algebra	14	25
District's current level of standards in English or writing	14	20

Principals were asked to indicate what actions the school plans to take or has implemented to promote learning for all students. The results are presented in Table 5.20. Principals' responses indicate that while many actions have already been undertaken to promote student learning, in many cases these actions have been only partially implemented.

TABLE 5.20 Percentage of Principals Indicating Actions to Promote Student Learning

Action	Fully Implemented 2001	Fully Implemented 2002
Encouragement of all students to take Algebra I	45	65
Teacher access to in-service training on content standards	50	58
School, teacher, and student access to appropriate instructional materials	54	57
Teacher access to in-service training on instructional techniques	47	45
Individual student assistance	27	33
Teacher and school support services	24	29
Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	33	23
Student and parent support services	17	5

Principals were asked what percentage of their teachers they thought understand the difference between "teaching to the test" and "aligning the curriculum and instruction to the standards." The results from both the 2001 and 2002 surveys are displayed in Figure 5.7. In 2002, 11 percent indicated greater than 95 percent, 30 percent indicated 75–95 percent, 34 percent indicated 50–74 percent, 21 percent indicated fewer than 50 percent, and 4 percent were unsure of what percentage of their teachers understood the difference between the two concepts. This is a slight downward shift from estimates made the previous year.

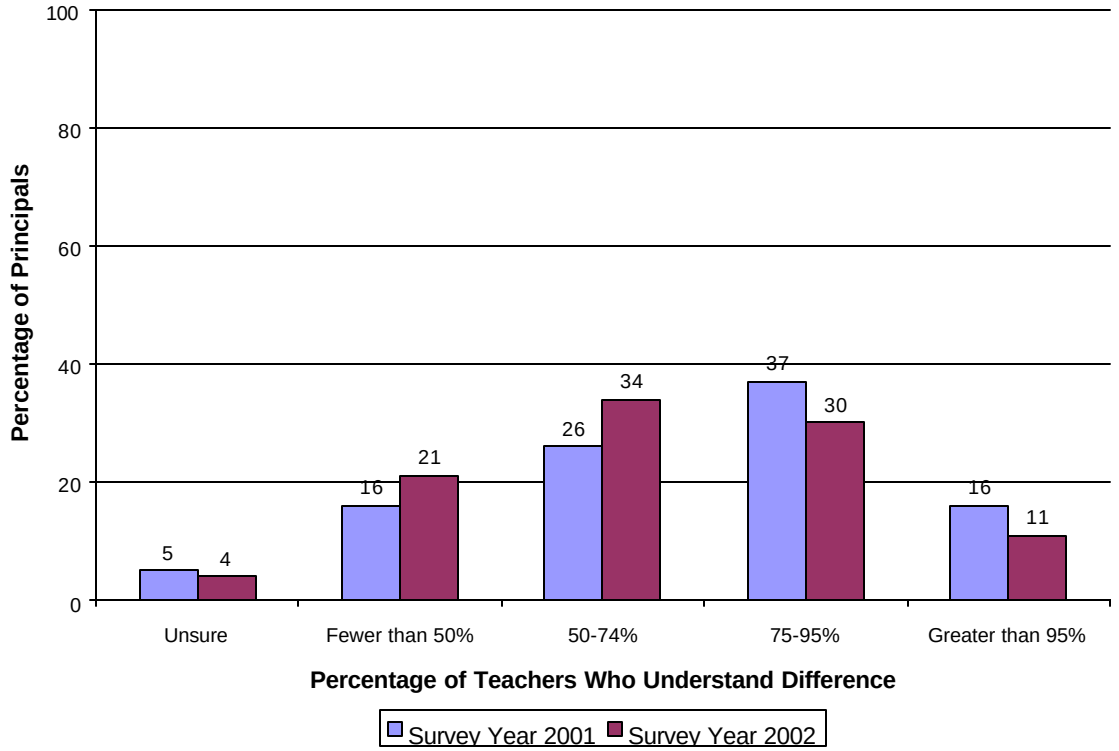


Figure 5.7. Percentage of principals indicating the percentage of teachers who understand the difference between "teaching to the test" and "aligning the curriculum and instruction to the standards" in 2001 and 2002.

Principals and teachers were asked how responsible teachers other than those in ELA and math view themselves for student success on the CAHSEE. Table 5.21 indicates that principals perceive more shared responsibility by the teachers, as compared to teachers of ELA and math.

TABLE 5.21 Principals' and Teachers Perceptions of Responsibility Felt by Teachers Other Than ELA and Math

Level of Perceived Responsibility	Percentage of Principals	Percentage of Teachers
Very responsible	11	10
Somewhat responsible	70	32
Slightly responsible	13	41
Not at all responsible	6	16

Surveyed teachers were asked to characterize their own opinion of the CAHSEE, and to compare those opinions to those of other teachers in their departments. Table 5.22 compares responses to these two questions. The rightmost column indicates the distribution of opinions among the respondents. Overall, the opinions tend to be neutral-to-positive; 21 percent are (very) negative; 36 percent, neutral; and 43 percent, (very) positive. The bottom row summarizes the comparison of the respondents' opinions to their colleagues. Sixty-eight percent of teachers report that their own opinions are about the same as other teachers in their departments; 3 percent, somewhat more negative; and 23 percent, somewhat/much more positive.

TABLE 5.22 Surveyed Teachers' Own and Others' Opinions of the CAHSEE (in percentages)

	How Your Opinion Compares to Other Teachers in Your Department						
Your Opinion of CAHSEE	Do not know	Much more negative	Somewhat more negative	About the same	Somewhat more positive	Much more positive	TOTAL
Very negative	1	0	0	4	0	0	5
Negative	0	0	1	15	0	0	16
Neutral	2	0	1	26	6	1	36
Positive	2	0	1	20	9	3	35
Very positive	1	0	0	3	3	1	8
TOTAL	6	0	3	68	18	5	100

Summary

Principals and teachers reported significant familiarity with CAHSEE and the California Content Standards, although these self-ratings dropped from 2001 estimates. However, principals' ratings of student and parent familiarity with CAHSEE increased from last year. Most principals and teachers relied primarily upon official channels such as state and district sources and the California Department of Education Web site to learn about the CAHSEE; education organizations and newspapers were also common sources.

Preparatory activities continue and have increased, across the board, since last year. Nearly all principals reported that districts encourage the use of content standards and approximately three quarters indicated that their district is in the process of aligning curriculum with the standards across grade levels, and has adopted algebra as a graduation requirement. Over two thirds of mathematics teachers indicate that almost all the CAHSEE mathematics standards are covered by their curriculum, but just over half of ELA teachers report full coverage.

Over half of teachers indicate teachers of other subjects are involved in increasing coverage of the state's ELA content standards, but only a quarter of teachers indicate similar support for coverage of math content standards. The majority of teachers report in-service training to modify instructional practices. Most teachers rated the quality of state-provided local professional development as fair to poor, but local-provided professional development as fair to good.

Activities to prepare for CAHSEE administrations increased notably from 2001 to 2002. In particular, most principals reported encouraging students to work hard and prepare, adoption of California Content Standards, and teaching test-taking skills. Teacher-reported activities were more consistent with their 2001 estimates; the most frequently-indicated activities being talking with students, teaching test-taking skills, encouraging students to work hard, and increased classroom attention to content standards.

Teacher and principal estimates of student preparedness continued to be somewhat pessimistic. More teachers indicated that 10th grade students were not as well prepared for the test as had made this estimate the previous year. However, a third of principals and a quarter of teachers reported that students performed better on the spring 2001 CAHSEE than they had expected. Spring 2002 results were not available at the time of survey administration.

Teachers and principals were again in basic agreement about the impact of the test on students and their parents in various situations: prior to the first test, after passing the test, and after not passing the test. This year, more principals and more teachers expected an increase in student motivation and parental involvement both preceding the exam and after not passing the exam. Shifts in expectations for students who pass the exam dropped somewhat from a year ago. Principals and teachers remained very consistent in their prediction that the CAHSEE would increase student dropout rates; predictions of impact on student retention rates were more mixed.

Despite these concerns about the effects on student motivation and parental involvement, principals and teachers continued to expect that the impact of the CAHSEE on instructional practices would be positive, with greater improvement with time.

Respondents continued to expect differential impacts for certain student subgroups. They estimated that a much lower percentage of students with disabilities, as compared to all students, would receive instruction in the ELA and mathematics content standards, and fewer EL students would have the necessary instruction in ELA content standards. Fewer respondents believed that such great differences would be seen with minority and economically disadvantaged students.

In short, the principals and teacher survey responses indicate:

- Increased awareness of CAHSEE and the California Content Standards from last year
- Concerns about student preparedness
- Mixed predictions about the impact of the exam on student motivation and parental involvement
- Concern about the impact of the exam on retention rates and dropout rates
- Concern about the success of disadvantaged groups, especially students with disabilities and EL students
- Positive expectations of the impact of the CAHSEE on instructional practices